

Childminder report

Inspection date: 25 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides an inviting space that is carefully planned to support children's learning. She plans appealing activities and experiences that are centred around children's interests. This helps to motivate them to learn and they make good progress. Children are keen to learn and often challenge themselves during play. For example, they ask for the ropes to be higher when jumping over them during an obstacle course.

Children are confident and independent learners. They readily join in activities that the childminder plans. She weaves mathematical language and concepts into children's play. Children show very good skills in this area of learning. For example, they make repeating patterns with bobbins and work out how many they will have with 'one more' or 'one less'. They identify numbers up to five when throwing bean bags into numbered circles. Children enjoy imaginative play. They recreate car chases when playing with vehicles and make drinks for visitors in the mud kitchen. They are happy at play, often humming a tune while they concentrate.

The childminder teaches children to be polite. They are well mannered and remember to say 'please' and 'thank you'. The childminder's caring and supportive approach helps them to feel safe and at ease in her care.

What does the early years setting do well and what does it need to do better?

- The childminder uses her knowledge of typical child development, alongside published guidance, to identify what children need to learn next. She tailors her teaching to help children to reach these aims. Children make good progress in their learning and achieve well.
- Children are enthusiastic learners. The childminder is careful to pace activities to help children to pay attention and develop their listening skills. Children respond well to her clear instructions and follow the rules during games.
- The childminder helps children to remember what they have learned. For example, they look through photographs and recall activities and experiences that they have shared with their friends. They show pride in their achievements.
- Children are confident talkers. The childminder supports their language and communication generally well; for example, by ensuring children have plenty of time to respond to questions and share their ideas. However, she does not consistently support children to achieve even more, for example by modelling new words during play.
- The childminder identifies that, due to the COVID-19 pandemic, some children have not had the typical experiences for their ages. She takes children to activities in the local area to give them opportunities to be part of a larger group. Children quickly strengthen their social skills and make friends with other

children.

- Frequent professional development contributes to the childminder's capacity for ongoing improvements. Furthermore, she reviews her own practice, taking account of feedback from parents and children. This helps her to check that she is meeting the needs of the children. For example, she buys new resources that are linked to children's interests.
- Children demonstrate good self-care skills, for example, when they use the bathroom and wash their hands by themselves. Their developing independence is further supported by the childminder's high expectations. For instance, she supports children to set out their own activities and to clear away after mealtimes.
- The childminder welcomes all children to her setting. However, she has not considered more effective ways for children to learn about, and value the similarities between themselves and others.
- Partnerships with parents and others involved in children's learning are highly effective. The childminder liaises with professionals to extend her expertise, for example, in helping children who need additional support with their speaking. She works with local teachers to help children to be ready for their move to Reception class. Parents describe her as 'professional, informative and approachable'.
- Children benefit from nutritious meals and plenty of fresh air and exercise. They learn about the importance of keeping themselves healthy. For example, children explain that 'fizzy drinks and biscuits are bad for your teeth, but it is okay to have them as a treat now and then'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's premises are safe. For example, a secure entrance with a camera doorbell helps to ensure that no unauthorised people can access spaces used by children. Children learn ways to keep themselves safe, for example, when using a knife to cut their fruit under the close supervision of the childminder. The childminder keeps her knowledge of child protection current, for example through training, network meetings and electronic updates. This helps to ensure that she is able to identify children who may be at risk from harm or abuse. She knows what to do if she is concerned about the welfare of a child.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- plan more precise ways to support children to further develop their vocabulary
- develop more effective ways to help children to understand and value the similarities and differences between themselves and other people in their

community and the wider world.

Setting details

Unique reference number	2552442
Local authority	Doncaster
Inspection number	10219602
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Armthorpe, Doncaster. Her opening times are Monday to Friday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification. She receives funding to provide early years education for children aged two, three and four.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with her and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childcare. She explained how she organises her provision and about the early years curriculum.
- The inspector observed the childminder's teaching and assessed its impact on children's learning and development.
- The childminder and inspector reviewed and evaluated two activities carried out during the inspection.
- The inspector looked at a range of relevant documents provided by the childminder, including evidence of the suitability checks carried out on adults at the address.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She looked at written feedback from parents and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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